

Ridge Spring-Monetta Elementary

422 Hazzard Circle
Ridge Spring, SC 29129

Grades	K-8 Elementary School	
Enrollment	684 Students	
Principal	Joye Drafts	803-685-2000
Superintendent	Dr. Linda B. Eldridge	803-641-2428
Board Chair	Dr. John B. Bradley	803-641-8431

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	18	61	20	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004	Average	Below Average	No
2005	Below Average	Unsatisfactory	No

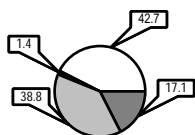
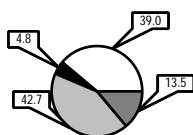
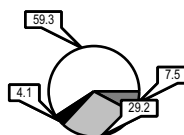
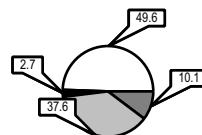
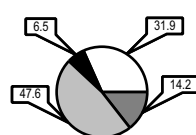
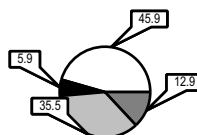
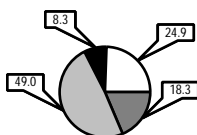
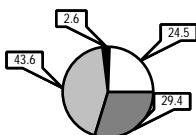
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	460	99.4	42.2	39.1	17.2	1.5	27.7	Yes	Yes
Gender									
Male	227	99.1	53.9	30.9	15.2	0.0	20.6		
Female	233	99.6	30.8	47.1	19.2	2.9	34.6		
Racial/Ethnic Group									
White	191	99.0	31.3	42.0	24.4	2.3	36.9	Yes	Yes
African American	241	99.6	50.2	37.4	11.4	0.9	20.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	25	100.0	56.3	25.0	18.8	0.0	31.3	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	378	99.7	36.5	42.9	18.8	1.8	30.9		
Disabled	82	97.6	69.4	20.8	9.7	0.0	12.5	No	Yes
Migrant Status									
Migrant	8	100.0	I/S	I/S	I/S	I/S	I/S		
Non–Migrant	452	99.3	41.7	39.5	17.4	1.5	27.9		
English Proficiency									
Limited English Proficient	13	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non–Limited English Proficient	447	99.3	41.2	39.7	17.6	1.5	28.3		
Socio–Economic Status									
Subsidized meals	342	99.4	47.7	40.1	11.6	0.7	19.9	No	Yes
Full–pay meals	118	99.2	27.3	36.4	32.7	3.6	49.1		

Mathematics – State Performance Objective = 36.7%									
All Students	460	99.8	38.9	42.8	13.5	4.8	28.3	Yes	Yes
Gender									
Male	227	100.0	43.7	42.2	11.2	2.9	24.3		
Female	233	99.6	34.1	43.3	15.9	6.7	32.2		
Racial/Ethnic Group									
White	191	99.5	27.7	46.3	17.5	8.5	39.5	Yes	Yes
African American	241	100.0	47.7	40.5	9.5	2.3	18.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	25	100.0	43.8	31.3	25.0	0.0	37.5	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	378	99.7	31.5	46.8	16.2	5.6	32.6		
Disabled	82	100.0	73.0	24.3	1.4	1.4	8.1	No	Yes
Migrant Status									
Migrant	8	100.0	I/S	I/S	I/S	I/S	I/S		
Non–Migrant	452	99.8	38.8	42.7	13.7	4.9	28.5		
English Proficiency									
Limited English Proficient	13	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non–Limited English Proficient	447	99.8	38.0	43.5	13.6	4.9	28.6		
Socio–Economic Status									
Subsidized meals	342	99.7	43.9	43.9	9.9	2.3	20.1	No	Yes
Full–pay meals	118	100.0	25.2	39.6	23.4	11.7	50.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	460	99.6	59.1	29.3	7.5	4.1	11.6
Gender							
Male	227	99.6	61.0	25.9	9.3	3.9	13.2
Female	233	99.6	57.2	32.7	5.8	4.3	10.1
Racial/Ethnic Group							
White	191	99.5	43.5	37.3	13.0	6.2	19.2
African American	241	99.6	71.7	23.7	3.2	1.4	4.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	25	100.0	62.5	12.5	6.3	18.8	25.0
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	378	99.7	53.2	32.9	8.8	5.0	13.8
Disabled	82	98.8	86.3	12.3	1.4	0.0	1.4
Migrant Status							
Migrant	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	452	99.6	58.7	29.6	7.6	4.2	11.7
English Proficiency							
Limited English Proficient	13	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	447	99.6	58.4	29.7	7.7	4.2	11.9
Socio-Economic Status							
Subsidized meals	342	99.4	67.5	25.5	5.3	1.7	7.0
Full-pay meals	118	100.0	36.0	39.6	13.5	10.8	24.3

Social Studies							
All Students	460	99.6	49.4	37.8	10.2	2.7	12.8
Gender							
Male	227	99.6	54.1	35.1	8.3	2.4	10.7
Female	233	99.6	44.7	40.4	12.0	2.9	14.9
Racial/Ethnic Group							
White	191	99.5	36.7	44.1	15.3	4.0	19.2
African American	241	99.6	60.3	32.0	6.4	1.4	7.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	25	100.0	43.8	43.8	6.3	6.3	12.5
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	378	99.7	43.8	40.9	12.4	2.9	15.3
Disabled	82	98.8	75.3	23.3	0.0	1.4	1.4
Migrant Status							
Migrant	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	452	99.6	49.4	37.7	10.3	2.7	13.0
English Proficiency							
Limited English Proficient	13	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	447	99.6	49.0	37.9	10.4	2.7	13.1
Socio-Economic Status							
Subsidized meals	342	99.4	55.6	36.1	6.6	1.7	8.3
Full-pay meals	118	100.0	32.4	42.3	19.8	5.4	25.2

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	74	98.7	13.7	49.3	34.2	2.7	37.0
	4	83	97.6	27.6	55.3	17.1	N/A	17.1
	5	81	100.0	46.8	40.5	12.7	N/A	12.7
	6	84	98.8	45.7	43.2	7.4	3.7	11.1
	7	63	98.4	37.1	45.2	17.7	N/A	17.7
	8	77	98.7	50.0	47.4	2.6	N/A	2.6
2005	3	79	100.0	26.7	29.3	41.3	2.7	44.0
	4	74	97.3	49.2	41.5	9.2	0.0	9.2
	5	80	100.0	40.3	46.8	13.0	0.0	13.0
	6	86	100.0	60.0	32.0	8.0	0.0	8.0
	7	78	100.0	45.7	44.3	8.6	1.4	10.0
	8	63	98.4	28.0	42.0	24.0	6.0	30.0
Mathematics								
2004	3	74	97.3	25.0	59.7	11.1	4.2	15.3
	4	83	100.0	24.4	51.3	17.9	6.4	24.4
	5	81	100.0	51.9	31.6	12.7	3.8	16.5
	6	84	98.8	30.9	39.5	21.0	8.6	29.6
	7	63	98.4	37.1	37.1	16.1	9.7	25.8
	8	77	98.7	40.8	47.4	9.2	2.6	11.8
2005	3	79	100.0	36.0	50.7	9.3	4.0	13.3
	4	74	100.0	43.3	44.8	6.0	6.0	11.9
	5	80	100.0	37.7	49.4	11.7	1.3	13.0
	6	86	100.0	40.0	40.0	18.7	1.3	20.0
	7	78	100.0	44.3	34.3	14.3	7.1	21.4
	8	63	98.4	30.0	34.0	24.0	12.0	36.0
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	79	100.0	52.0	40.0	8.0	0.0	8.0
	4	74	100.0	70.1	20.9	6.0	3.0	9.0
	5	80	100.0	71.4	20.8	3.9	3.9	7.8
	6	86	98.8	58.1	31.1	6.8	4.1	10.8
	7	78	100.0	54.3	35.7	2.9	7.1	10.0
	8	63	98.4	44.0	26.0	22.0	8.0	30.0
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	79	100.0	32.0	45.3	22.7	0.0	22.7
	4	74	100.0	53.7	40.3	4.5	1.5	6.0
	5	80	100.0	54.5	37.7	7.8	0.0	7.8
	6	86	98.8	62.2	29.7	2.7	5.4	8.1
	7	78	100.0	58.6	32.9	4.3	4.3	8.6
	8	63	98.4	30.0	42.0	22.0	6.0	28.0

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 684)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.4%	Down from 4.0%	3.6%	3.0%
Attendance rate	95.3%	Down from 95.6%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.0%	Down from 5.9%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.5%	No change	3.5%	3.2%
Eligible for gifted and talented	15.0%	Up from 13.3%	9.0%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.8%	Up from 5.7%	9.9%	8.2%
Older than usual for grade	5.3%	Down from 5.9%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 52)				
Teachers with advanced degrees	44.2%	Up from 40.8%	50.0%	52.6%
Continuing contract teachers	78.8%	Up from 71.4%	82.1%	83.3%
Highly qualified teachers	93.6%	Up from 89.1%	95.1%	93.5%
Teachers with emergency or provisional certificates	2.4%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	85.7%	Up from 83.1%	85.7%	87.0%
Teacher attendance rate	95.6%	Up from 95.4%	94.8%	95.0%
Average teacher salary	\$39,674	Up 4.6%	\$41,075	\$41,703
Prof. development days/teacher	9.1 days	Up from 7.8 days	13.1 days	12.8 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	15.3 to 1	Up from 12.7 to 1	18.5 to 1	18.8 to 1
Prime instructional time	88.8%	Down from 89.5%	89.4%	89.8%
Dollars spent per pupil*	\$6,601	Up 9.4%	\$6,117	\$6,242
Percent of expenditures for teacher salaries*	59.2%	Down from 61.2%	64.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.2%	Up from 98.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	89.0%		89.4%	
Highly qualified teachers in high poverty schools	90.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This has been a good year at Ridge Spring-Monetta Elementary/Middle School. All students were provided with an appropriate curriculum that related to their needs, learning styles and interests. Students learned in a physical and social environment that was safe, secure, healthful, and conducive to learning.

Among our accomplishments are the following:

Year Two of Reading First Grant
 Five Westinghouse Grants
 Retraining Grant for Staff Development
 \$7,000 SCANA Homework Center Grant
 First Steps Grant
 Nine Junior Scholars
 After-School Program for grades K-8
 Summer Program for grades K-7
 Keyboarding Class for grades 1-8
 Leveled Bookroom to support Early Literacy
 Take home dictionary or thesaurus given to every student which was funded through CSR grant
 One student received first place in creative writing at the SC Junior Beta Club Convention.
 Palmetto Silver Award for improvement rating in grades 6, 7, 8
 All speech, special education, and K-3 teachers trained in the Reading First Model
 Reading Coach for K-3 classrooms

Our teachers worked very hard this year. All grade levels focused on a Balanced Literacy Model for reading and writing while building classroom libraries. All ELA teachers participated in intense staff development on Best Practices in Instruction. With Title One, CSR and Reading First, we purchased additional books for the Leveled Bookroom. Kay McEntire was selected as Teacher of the Year and Amy Berry was selected as our Reading Teacher of the Year.

Because of our 74.38% poverty level, Ridge Spring-Monetta Elementary/Middle School is a Title One School. We receive funds for salaries, materials, staff development, and parenting. According to our most recent SACS survey, 100% of our faculty identified the need for greater parent involvement. Our PTO has worked hard to involve more parents through their monthly meetings, volunteer program, and school improvement group.

RIDGE SPRING-MONETTA ELEMENTARY/MIDDLE SCHOOL IS A GREAT PLACE TO LEARN!

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	45	68	80
Percent satisfied with learning environment	59.1%	85.3%	66.2%
Percent satisfied with social and physical environment	75.6%	88.1%	57.7%
Percent satisfied with school-home relations	47.7%	88.1%	72.2%

*Only students at the highest elementary school grade level at this school and their parents were included.